



Kindness & Community Building - Narrative, Storytelling & Indigenous

Ceramics

Grades 7-12, Cumulative Lesson Part 2 of 5

Project	Design a Narrative Vessel Inspired by the Present & Past: Studying Indigenous North American Pottery	
Teaching Artist	Chloe Rizzo	
Descriptive Overview	This series of activities is specifically designed for students working remotely without access to clay. It addresses human connection and emotion and culminates in a drawing of a narrative vessel. Students will explore the intersection of their own narrative and that of the wider community by considering and making comparisons between indigenous ceramics and crafts, and identifying recognizable traits of those made by specific regions. They will then explore their own community and environment to find inspiration to design and illustrate their own vessels.	
Arts Learning Community	Grades 7-12	
Time Required for Lessons	1 45-minute class, depending on the depth of research	<p>Step 2: Compare and Contrast the narrative content of North American pottery design with other utilitarian objects. http://search.mnhs.org/index.php?brand=cms&q=%22ojibwe%20indians%22&subject[]=Ojibwe%20indians&subject[]=Clothing&subject[]=Bags%20%26%20pouches.%20bandolier&type[]=Artifacts&displaymode=grid</p> <p>Compare and Contrast the visual aesthetic of North American Pottery with that of the Southwest/Pueblo or identifying influences made on contemporary Ojibwe/First Nation Contemporary Commercial Pottery http://ceramics.nmarchaeology.org/index</p>
Learning Goals for Arts Learners	Students will identify and select visual elements that connect artwork made within the studied time period.	
Resources & Equipment Required	Internet Capable Device, Sketchbook or Plain Paper, Notebook, Pen or Pencil	



<p>Lesson Tasks & Activities Towards Outcomes</p>	<p>Compare and Contrast Craftsmanship of Utilitarian Objects in North America through research.</p> <p>Answer the following:</p> <p>Why do you think that some items were highly decorated and others were not?</p> <p>What were the limitations of the material and processes used to make pottery?</p> <p>What is distinct about the clay used by Pueblo potters?</p> <p>Draw one of your favorite images or patterns used to decorate a functional object, contemporary (from your home) or historical (from your research).</p>
<p>Evaluation Methods for Assessment of Learning Goals</p>	<p>Technical: Has the student completed the research and drawing(s)? Instructors may want to have students upload their findings & drawings to a shared site/folder.</p> <p>Aesthetic: Does the drawing indicate an understanding of the fundamental parts of traditional forms created by Indigenous North American Potters in this time period.</p> <p>Concept:</p> <p>Critique:</p>
<p>Lesson Alignment to State/National Education Standards or Community Learning Goals</p>	<p>Evaluate artistic work by applying criteria.</p> <p>5.7.4.8.1 8. Analyze ways cultures influence representation of ideas, emotions, and actions. Understand that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.</p> <p>5.7.5.10.1 Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.</p> <p>5.8.5.10.1 Understand that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.</p> <p>5.9.5.10.1 Understand that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. Appraise the impact of art, an artist, or a group of artists on the beliefs, values and behaviors of a society.</p>